12-1-2012

Teaching Errorless Learning with Fidelity

Garrett Stone
Western Kentucky University, frank.stone153@topper.wku.edu

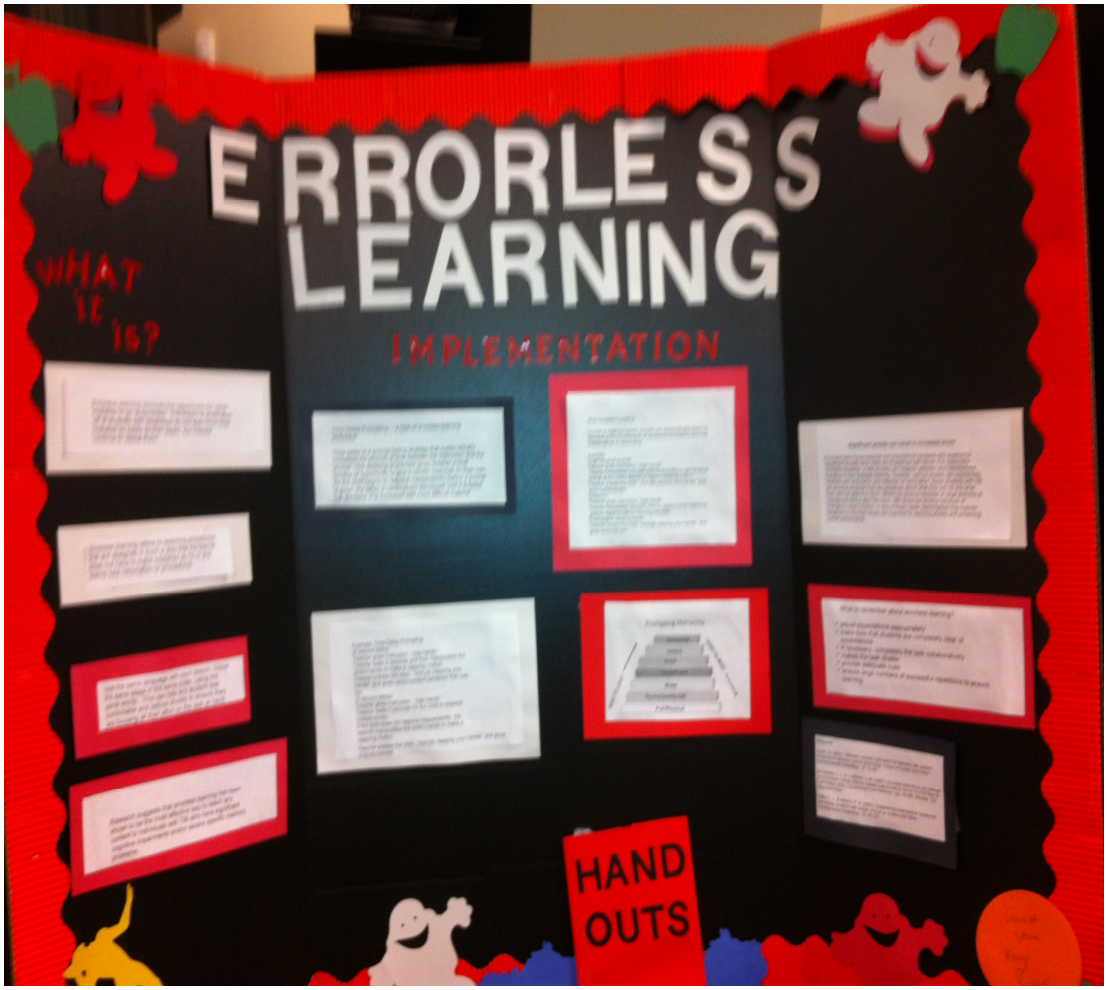
Kory Ray
Western Kentucky University, kory.ray825@topper.wku.edu

Names:
Garrett Stone (frank.stone153@topper.wku.edu)
Kory Ray (kory.ray825@topper.wku.edu)
Advisor: Dr. Wanda Chandler (wanda.chandler@wku.edu)
Date: December 5, 2012

Teaching errorless learning with fidelity

Keywords: errorless learning, positive, time-delay, prompting, scaffolding,

Scholarly sources were reviewed to determine different strategies to teach students with minimizing negative interactions. Errorless learning is a research-based strategy that minimizes errors with few or no responses to the negative stimulus. Time-Delay and prompting are two types of errorless learning techniques examined in this presentation. Time delay is exhibited during activities where a response is required. The duration between the cue and the response can be constant or progressive. Constant time delay has a constant amount of time between cue and response, where progressive time-delay increases duration of time before scaffolding is provided. If no response or an incorrect response is provided, the instructor responds with the correct answer in a positive way and increases scaffolding. The teacher can use different prompting techniques to encourage correct student responses. Prompting is a form of scaffolding that increases desired responses. The hierarchy consists of many different types of prompting techniques; natural environmental cues are the least restrictive and full physical are the most intrusive. As students improve on desired skills, scaffolding and prompting should decrease. Research indicates that when errorless learning is implemented with fidelity, a student's self-esteem increases and undesired responses decrease. Errorless learning can be implemented in a multitude of settings, meaning general and special education students can learn through this type of instruction.


ERRORLESS LEARNING
WHAT IT IS?
IMPLEMENTATION
HAND OUTS

Poster-APA Citation:

Stone, G., & Ray, K. (November, 2012). *Errorless learning*. Poster session presented at Kentucky State Council for Exceptional Children Conference, Louisville, KY.

References

Cartney , L. L. A., & LeBlanc, J. M. (1997). *Errorless learning in educational environments: Using criterion-related cues to reduce errors.* Boulder, CO: Westview Press

Green, G. (2001). Behavior analytic instruction for learners with autism: Advances in stimulus control technology. *Focus on autism and other developmental disabilities(16)*, 72-85.

Heflin, L., & Alberto, J. (1997). Establishing a behavioral context for learning for students with autism. *Focus on autism and other developmental disabilities (16)*, 93-101.

Mazur, J.E. (2006). *Learning and behavior* (6th ed.). Upper Saddle River, NJ: Prentice Hall.